DEVELOPING, MONITORING AND EVALUATING LIFE SKILLS LEARNT THROUGH SPORTS IN UNDERPRIVILEGED CHILDREN

RESEARCH PROPOSAL

Submitted to
Swami Ramanand Teerth Marathwada University, Nanded
for Registration of Ph. D. in Physical Education

By

SAM JOSEPH BRAGANZA

Under the Guidance of

DR. RAJESHWAR V. PATIL
Director of Physical Education & Sports
Shri Havagiswami College, Udgir, Dist. Latur (MH)

May – 2016

TABLE OF CONTENT

Chapter			Page No.
I	**INTRODUCTION**		**2 - 7**
	1.1	Statement of the Problem	5
	1.2	Objectives	5
	1.3	Delimitations	5
	1.4	Limitations	5
	1.5	Definition of Important Terms	6
	1.6	Significance of the Study	6
	1.7	Hypothesis	7
II	**REVIEW OF RELATED LITERATURE**		**8 – 14**
III	**PROCEDURE**		**15 - 17**
	3.1	Selection of Subjects	15
	3.2	Development of Training Programme	15
	3.3	Administration of Test	16
	3.4	Statistical Analysis of Data	17
	BIBLIOGRAPHY		**18 - 19**

CHAPTER I

INTRODUCTION

"The five S's of sports training are: stamina, speed, strength, skill, and spirit; but the greatest of these is spirit."

Sports has been an integral part of the high school scene for decades. Today, the field has merely expanded, encompassing an even greater variety of competitive options for male and female students alike. While many students get involved for love of the game, there are significant benefits also. Sports helps with the social and physical development as these activities get children exercising and interacting with their peers.

Determination, preparedness, character, perseverance and attitude, along with other virtues are the characteristics of success in sports. These same characteristics offer an opportunity for success in all aspects of life. Sports brings people together and facilitates interaction and this enables them to learn and display life skills such as respect, honesty, trust, leadership etc.

The term 'Life Skills' refers to the skills you need to make the most out of life. Life skills are usually associated with managing and living a better quality of life. They help us to accomplish our ambitions and live to our full potential. Any skill that is useful in your life can be considered a life skill. Tying your shoe laces, swimming, driving a car and using a computer are, for most people, useful life skills. Certain skills may be more or less relevant to you depending on your life circumstances, your culture, beliefs, age, geographic location, etc.

In general, life skills are considered to be those abilities that help promote well-being, positive health outcomes and productive development. They comprise a set of core skills that empower young people to take positive steps to promote health, positive social relationships and positive contributions to society. The question is what young people must have in order to function well in society. Life skills are important in helping them shape their world, not just cope with it. Thus, the concept of life skills transcends previous concepts such as coping and adaptation to circumstances; it presupposes an active, autonomous, and responsible stance towards the self in the social world (Rychen & Salganik, 2003).

UNICEF (2002) defines life skills as psychosocial and interpersonal skills that help people make informed decisions, communicate effectively, and develop the coping and self-management skills needed for a healthy and productive life. Life skills can be applied to actions directed at either the self, other people, or the local environment; their goal is to promote health and wellbeing at all these levels.

Life skills help young people navigate the challenges of everyday life. They enable them to develop into healthy, responsible and productive adults.

Perhaps the most important life skill is the ability and willingness to learn. By learning new skills we increase our understanding of the world around us and equip ourselves with the tools we need to live a more productive and fulfilling life, finding ways to cope with the challenges that life, inevitably, throws at us.

For young people, life skills are the abilities that enable them to deal with the challenges of their lives in a manner that is adequate for their age and experience. These intra- and interpersonal abilities are interrelated and collectively they provide a basis for identifying core skills. These skills can be applied to oneself or to others. Central to this life skills framework is the need for young people to demonstrate moral and cognitive maturity by thinking for themselves and taking responsibility for their actions and their social and emotional development.

Sports is a medium in which students get an opportunity to run, jump, sweat, fall and at the same time truly enjoy what they are doing. The sports field is a place which brings people together and this facilitates interaction. This interaction enables them to learn and display life skills such as respect, honesty, trust, leadership etc. knowingly or unknowingly. However, it is important to recognize these positive outcomes and encourage them.

Life skills, must be directly taught to young athletes. They do not naturally occur just by playing a sport. As youth sport researchers often say, “life skills are taught, not caught."

Sports also helps build self-confidence and boost self-esteem, which can carry over to other parts of an individual’s life. Children who participate in Sports are less likely to be depressed, have anxiety and exhibit bad behavior. These positive attributes often continue in one’s adult life, because children who were involved in sports often feel

better about themselves, socially and physically, as adults. Sports can benefit children academically as well by influencing them to take their education more seriously, deter delinquency and lower their risk of dropping out of school as it helps kids solve problems and think critically.

However not all children in India are privileged to enjoy formal education. Underprivileged children like those whose parents do not afford sending them to school, those coming from broken homes, orphans, children of migrant workers or those belonging to dalit and tribal communities do not go to school or are most vulnerable to dropping out due to lengthy absences while searching for work with their parents. As they move, they encounter various risks such as exploitation, trafficking, abuse, etc. As an outcome of this, they are confronted with difficulties and various psychological problems.

There are several organizations and institutions globally and across India that care for underprivileged children. Some of them house these children and provide them with basic necessities of life. They encourage such children to take up formal education and strive to inculcate in them a sense of self esteem and confidence that will help them to lead a decent life.

Hamara School is one such example of an educational institution for underprivileged children. It is located in Goa and serves communities where living conditions are poor, in and around Panjim, Goa. Many children have no place to live, suffer from malnutrition and have no means to get education or medical help. The school was founded by Mangala Wagle of the Goa branch of the Kasturba Gandhi National Memorial Trust, and a few volunteers. ‘Hamara School’ aims to provide a safe and positive environment for street children through a comprehensive and need based child care programme. Quality and formal education, nutritional support, residential facilities, vocational skills training, health care and medical aid, recreational activities and proper counseling programmes are being provided to the beneficiaries which will help prepare themselves for a self dependant and brighter tomorrow. Hamara School focuses on providing quality education to all the children and family life education including life skills training as a part of regular teaching curriculum especially for the adolescent girls and boys.

1.1 STATEMENT OF THE PROBLEM:

The purpose of this study is to develop life skills through the medium of sports in underprivileged children, to monitor these life skills and evaluate their impact on the target group.

1.2 OBJECTIVES:

Bring people together through sports to develop life skills.

1) Educate every child for success by imparting moral values through sports.
2) Prepare students to be noble in victory and show tolerance to defeat.
3) Organise competition not only to celebrate winners, but to encourage participation and active living.
4) Incorporate partnership with like minded programs and organizations.

1.3 DELIMITATION:

1. The study will be delimited to underprivileged children between the age group of 10-18 years.
2. The study will further be delimited to the development, monitoring and evaluation of the impact of life skills developed through sports.
3. The Monitoring and Evaluation Process will be delimited using the following standardized questionnaires: Life Skills Assessment Scale (Kennedy et al 2014), Strengths and Difficulties Questionnaire [SDQ] (Goodman 1997) and Youth Experience Survey [YES 2.0] (Hansen & Larson 2005).

1.4 LIMITATION:

1. In a study of this nature, other training provided to the beneficiaries can create a parallel impact on the benefits gained by them which could influence the evaluation aspect of the study.
2. Those being evaluated may feel discomfort as they might feel judged. This in turn can influence the evaluation process.

1.5 DEFINITION OF TERMS:

Life skills are abilities for adaptive and positive behaviour that enable us to deal effectively with the demands and challenges of everyday life.

They are a set of human skills acquired via teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life.

In respect to this study life skills will be developed through the medium of sports and physical activity.

Development

In context to this study, development refers to creating a programme in which Sports would be used as a medium to teach life skills.

Evaluation

The systematic assessment of an ongoing or completed project, its design, implementation and results. Evaluation also refers to the process of determining the worth of a program.

Monitoring

It means to observe a situation or an individual for any changes which may occur over time, using some means of measurement. It can also be defined as supervising activities in progress to ensure they are on-course in meeting the objectives.

Beneficiaries

In relation to this study, the term beneficiaries refers to underprivileged children who will be the target group for the study.

1.6 SIGNIFICANCE OF THE STUDY:

1. The study will help to identify the life skills that can be developed through sports and physical activity.
2. The life skills developed by the beneficiaries through the programme will retain meaning even in their adult lives.

3. The programme developed from this study can be utilized as a part of the curriculum in educational institutions to build life skills in their students.
4. The monitoring and evaluation tools developed can be employed to monitor and evaluate life skills in fields like Music, Dance, Theatre and other performance related activities.

1.7 HYPOTHESIS:

H1 The beneficiaries who belong to an underprivileged section of the society will tend to show higher levels of problems as evaluated by the SDQ.

H2 A positive change will be observed in the beneficiaries due to the Life Skills Development Program.

H3 There will be an improvement in the life skills developed by the target group during the course of the programme.

H4 Beneficiaries will show a decrease in the levels of problems as evaluated by the SDQ during the course of the training programme.

H5 There will be an inverse relationship between the enhancement of Life Skills and the decrease in the levels of problems and a direct relationship between the enhancement of Life Skills and Pro-Social behavior of the beneficiaries.

CHAPTER –II

REVIEW OF RELATED LITERATURE

The literature relevant to the present study collected from various sources that the researcher has come across is listed below.

(Super, Hermens, Verkooijen and Koelen 2014) conducted a study whose aim was four-fold. First, the causal effect of sport participation on life prospects was studied and the underlying mechanisms of this relation were explored. Secondly, the life experiences of the youngsters in the sport context, that may contribute to skill development, were studied. Thirdly, social conditions for a positive effect were explored, as sport is likely to have a positive effect under specific conditions. Fourthly, this study aimed to provide insights on the elements of successful partnerships between youth care organisations and local sport clubs. This protocol reported on a mixed method study. An intervention that aimed to increase the sport participation of socially vulnerable youth, between 12-23 years old, was implemented in three regions of a Rotterdam youth care organisation. The youngsters in the two control regions received care-as-usual. The main outcome variables, collected via questionnaires, were the life prospect, sense of coherence and self-regulation skills of the youngsters after 6 and 18 months of follow-up. The Motivational Climate Scale was administered to explore the social conditions for a positive effect and interviews were conducted with sport coaches to explore their role in skill development. Interviews with the youngsters were conducted to gain insight on the life experiences that may lead to skill development. The elements of successful partnerships were collected during interviews with youth care professionals, sport coaches and other stakeholders in the sport context. The results from this study were used to support stakeholders in the youth care and sport context in their effort to improve the personal development of socially vulnerable youth through sport participation. An intervention protocol was developed for relevant stakeholders that seek to integrate sport activities in youth care practices.

(Danish and Nellen 1997) felt a need to expand the definition of sport psychology to include the use of sport to enhance both sport and life skills. Two sport related programs designed to enhance life skills were described (GOAL and SUPER). The focus of these programs is to promote both life and sport skills for adolescents, especially for those who are underserved. The conceptual framework for these programs was described as is the contents of the programs. The procedures for implementing the programs were described. Additionally, the roles played by sport psychologists, including a review of the necessary training to implement such programs, were detailed. Finally, a brief summary of the evaluation data and its connection to similar physical education programs was presented.

(Steptoe and Butler 1996) assessed the association between extent of participation in regular sport or vigorous recreational activity and emotional wellbeing in adolescents aged 16 years. Data were collected from a cohort of adolescents, born between April 5 and April 11, 1970, in England, Scotland, and Wales, who took part in the follow-up assessment at age 16 years. Emotional wellbeing was assessed by the general health questionnaire (GHQ) and the malaise inventory (divided into psychological and somatic subscales). Information was obtained about participation in ten team and 25 individual sports and vigorous recreational activities during the previous year. Non-vigorous recreations, such as darts and snooker, were assessed separately. Social class and health status (recent illness and use of hospital services) were included in the analyses as possible confounding factors. 2223 boys and 2838 girls with a mean age of 16.3 years (SD 0.38) were included in the analysis. Statistical analysis was done by multiple linear and logistic regression. The sport and vigorous recreational activity index was positively associated with emotional wellbeing independently of sex, social class, health status, and use of hospital services. These associations were significant for the psychological symptom subscale of the malaise inventory (regression coefficient -0.024, 95 percent Cl -0.036 to -0.011, $p<0.001$) and the GHQ (odds ratio of emotional distress per unit increase in vigorous physical activity 0.992, 95 percent Cl 0.985-0.998, p<O.O1). By contrast, participation in non-vigorous activities was associated with high

psychological and somatic symptoms on the malaise inventory. They concluded that emotional wellbeing is positively associated with extent of participation in sport and vigorous recreational activity among adolescents. Although causal associations cannot be assumed in this cross-sectional analysis, the results were consistent with experimental evidence that vigorous exercise has favourable effects on emotional state.

(Eime, Young, Harvey, Charity and Payne 2013) presented the results of a systematic review of the psychological and social health benefits of participation in sport by children and adolescents. Also the information arising from the systematic review was used to develop a conceptual model. A systematic review of 14 electronic databases was conducted in June 2012, and studies published since 1990 were considered for inclusion. Studies that addressed mental and/or social health benefits from participation in sport were included. A total of 3668 publications were initially identified, of which 30 met the selection criteria. There were many different psychological and social health benefits reported, with the most commonly being improved self-esteem, social interaction followed by fewer depressive symptoms. They found that sport may be associated with improved psychosocial health above and beyond improvements attributable to participation in physical activity. Specifically, team sport seemed to be associated with improved health outcomes compared to individual activities, due to the social nature of the participation. A conceptual model, Health through Sport, was proposed. The model depicted the relationship between psychological, psychosocial and social health domains, and their positive associations with sport participation. However, it was acknowledged that the capacity to determine the existence and direction of causal links between participation and health was limited by the fact that the majority of studies identified (n=21) were cross-sectional. They recommended that community sport participation is advocated as a form of leisure time physical activity for children and adolescents, in an effort to not only improve physical health in relation to such matters as the obesity crisis, but also to enhance psychological and social health outcomes. It was also recommended that the causal link between participation in sport and psychosocial health be further investigated and the conceptual model of Health through Sport tested.

(Berlin, Dworkin, Eames, Menconi and Perkins 2007) studied various examples of sports-based youth development programs including the program's mission and vision, program design and content, evaluation results, and program sustainability. The four sports-based youth development programs examined were Harlem RBI, Tenacity, Snowsports Outreach Society, and Hoops & Leaders Basketball Camp. These programs served diverse audiences with diverse missions, but all were focused on using sports to develop life skills and facilitate learning. Harlem RBI serves boys and girls ages seven to eighteen living in East Harlem. The program combines baseball, academic, and enrichment programs with the overall goal that participants who enter the program as vulnerable children graduate as resilient young adults. Tenacity, a nonprofit organization with headquarters in Boston, uses tennis to attract and retain students who participate in a high-quality academic support and physical fitness program. The mission of Snowsports Outreach Society, based in Vail, Colorado, is building character in at-risk and underprivileged youth to develop their decision-making ability for healthy and successful life experiences. Hoops & Leaders Basketball Camp is a youth mentoring and leadership development program that offers summer camp experiences to improve the lives of at-risk urban youth in New York City. It uses the game of basketball to provide youth with caring mentors, develop leadership skills and offer exposure to different educational and career paths.

(Vandell et al 2005) sought to identify the kinds of settings and activities that foster engagement and, by extension, positive youth development. The after-school experiences of 191 ethnically diverse youth living in three states, some of whom participated in after-school programs and some of whom did not, were studied. Youth were equipped with logbooks and watches that were programmed to signal at random times. When signaled, youth recorded their location, social partners, activity, and feelings. The study found pervasive differences in the experiences at programs and elsewhere. Youth spent more time in academic and arts enrichment, organized sports and physical activities, community service, and homework at programs versus elsewhere, and they spent less time eating and watching TV at programs. They also reported higher levels of motivation, engagement, and positive affect at programs.

At the same time, there were few differences in activities, emotions, effort, or motivation of program participants and nonparticipants when both groups were elsewhere. The similarities in these experiences while elsewhere suggest that the program context, not differences in youth characteristics or interests, was responsible for the feelings of engagement that were reported at programs.

(Dykens, Rosner and Butterbaugh 1998) reviewed findings to date on the effects of exercise and sports in children and adolescents with developmental disabilities. Exercise and sports are associated with reduced maladaptive behavior in children with disabilities, as well as with improved physical fitness, self-esteem, and social competence. Improved physical and psychosocial functioning are found in studies of both children and adults with mental retardation, as well as in research on athletes enrolled in Special Olympics International, the largest recreational sport program in the world for persons with developmental disabilities. Their review ended with recommendations for promoting recreation and sports in children and adolescents with disabilities.

(Ommundsen 2000) reviewed recent developments in the literature on psychosocial health effects of physical activity and sport among children and adolescents and based on this review of a selection of meta-analytical and key studies, results in four areas of psychosocial functioning were presented. His findings supported an association between involvement in physical activity and sport and well-being. Physical activity was associated with lower levels of mental health problems and seemed to promote self-esteem. It was found that physical activity as a treatment of mental health problems for this age group was underexplored and no firm conclusions can be made. The evidence with respect to effects on cognitive and academic functioning was weak. Further, the evidence that juvenile delinquency and antisocial development could be counteracted is equivocal. He concluded that there is a paucity of studies that can confirm any causal effects and that future research would benefit particularly from studying the role of sports and physical activity mode as well as the psychological and social context in which it may produce beneficial psychosocial outcomes.

(Eime, Harvey, Brown and Payne 2010) conducted a study with the purpose to examine health-related quality of life and life satisfaction in women who participate in three contrasting forms of PA: club sport, gym activities, and walking. It was a cross-sectional study of the relationship between type of physical activity setting and measures of health-related quality of life (Short-Form Health Survey [SF-36]) and life satisfaction in 818 women living in rural Victoria, Australia, in 2007. Data were also compared with those from a normative sample of 2345 women. It was found that after adjustment for potential confounders (age, education, marital status, children aged <16 yr, perceived financial stress, and level of recreational PA), four of the eight SF-36 subscales, the SF-36 mental health component summary score, and life satisfaction were significantly higher in the club sport group than that in the other groups. The results suggested that participation in club sport may enhance the health benefits of physical activity, although cross-sectional research cannot establish causal links,

(Gould, Collins, Lauer and Chung 2007) observed how outstanding high school football coaches developed life skills in their players. In-depth phone interviews were conducted with 10 outstanding coaches ranging in age from 47 to 68 years (M = 54). Coaches averaged 31 years of coaching experience, and were highly successful (76.6% winning percentage). Hierarchical content analysis of the data revealed that two general dimensions or categories of strategies emerged: (a) general coaching; and (b) player development strategies. Within the general coaching strategies dimension, higher-order themes focused on working with players and strategies for dealing with other parties. In the player development strategies general dimension was the higher-order theme set of teaching life skills. Results highlighted that it was clear these coaches did not view the coaching of life skills as separate from their general coaching strategies for performance enhancement and while highly motivated to win, personal development of their players was a top priority.

(Gould and Carson 2008) carried out a study to summarize and critique current life skills through sport research. In particular, life skills were defined, the conditions needed to examine life skills development were explored, and the possible theoretical explanations of how, when, under what conditions and why life skills develop in sport participants were discussed. A heuristic model of coaching life skills was offered. They concluded that future research directions include the need for: (a) quantitative and qualitative research; (b) the development of valid life skills through sport measures; (c) an examination of sport program type differences; (d) evaluation research; (e) longitudinal studies; (f) studies focusing on identifying theoretical explanations for the life skill development sport participation link; (g) the utilization of experimental designs; and (h) an examination of the transferability of life skills. The importance of conducting this type of research for both theoretical and practical reasons was emphasized.

CHAPTER-III

PROCEDURE

This chapter describes how the research will be carried out. It includes selection of subjects, development of training programme, administration of tests and statistical analysis of data.

3.1 SELECTION OF SUBJECTS:

The subjects for the study will be 50 underprivileged children between 10-18 years. Demographic information will be collected to get a background of the subjects.

3.2 DEVELOPMENT OF TRAINING PROGRAMME:

The development of the Life Skills Programme would have the following steps:

i. Forming a core team

A core team would be identified and will be named CLAN, with a motive to conduct oneself with matured life skills, learn life skills that one lacks and to nurture one's own life skills and that of others.

ii. Training the core team

- Members will have to identify their own strong life skills and the ones that will need to be developed
- The personal and interpersonal life skills that the beneficiaries lack will have to be identified
- Development of games to build the respective life skills
- Practicing the games within the Clan, demonstration and explaining the same
- Identifying core and allied life skills that are developed by each game
- Developing the ability of the clan members to display and explain these life skills

iii. Life Skills Development Programme

After identifying the life skills that are to be developed for the beneficiaries, the clan will plan games that will be played so as to demonstrate the core life skills

that are to be taught. The training programme will be conducted twice a week for a period of 9 months.

3.3 ADMINISTRATION OF TEST:

The entire Life Skills Development Programme will be monitored and evaluated by the researcher. The following method will be employed:

1. **Monitoring of the Life Skills developed through the Programme**

   The following tools will be used to monitor the Life Skills developed in the beneficiaries:

   i. Observation by the instructor himself
   ii. Observation by the Main Carer/In-Charge

   The tool used for the monitoring process in both of the above cases will be the Life Skills Assessment Scale (Kennedy et al 2014).

2. **Evaluation of the Life Skills developed through the Programme**

   The Evaluation Process can be classified into two components:

   i. Evaluation of psychological parameters like Conduct problems, Hyperactivity, Emotional symptoms, Peer problems and Pro-social behavior using the Strengths and Difficulties Questionnaire [SDQ] (Goodman 1997). This will be done at the beginning of the project to get a baseline and then be conducted in the middle of the life of the project (mid-term) and at the end (final evaluation).
   ii. Evaluation of the information collected during the monitoring process.
   iii. Evaluation of Life Skills learnt through Sports using the Youth Experience Survey [YES 2.0] (Hansen & Larson 2005) questionnaire that will be filled in by the beneficiaries at the end of the programme.

3.4 STATISTICAL ANALYSIS OF DATA:

The following statistical techniques will be used for the analysis of the data with the help of computer software, statistical package for social sciences (SPSS).

Data will be expressed in terms of frequency and percentage with respect to the various psychological parameters and also while using the various monitoring tools.

Descriptive statistics i.e. Mean, Standard deviation, Percentage will be computed to assess the status of the various psychological parameters at the beginning, middle and end of the project.

Pearson product-moment correlation will be computed to determine the relationship between the parameters and the life skills developed.

BIBLIOGRAPHY

Books

Hanbury, C., & Malti, T. (2011). *Monitoring and evaluating like skill for youth development-Volume1:The Guidelines.* Zurich: Jacobs foundation.

Hanbury, C., & Malti, T. (2011). *Monitoring and evaluating like skill for youth development-Volume2:The Toolkit.* Zurich: Jacobs Foundation.

Rychen, D. S., & Salganik, L. H. (2003). *Key competencies for a successful life and a well-functioning society.* Göttingen, Germany: Hogrefe.

Journals and Periodicals

Berlin, R. A., Dworkin, A., Eames, N., Menconi, A., & Perkins, D. F. (2007). Examples of sports-based youth development programs. *New Directions for Youth Development; (115):85-106*, 9-10.

Danish, S. J., & Nellen, V. C. (1997). New Roles for Sport Psychologists: Teaching Life Skills Through Sport to At-Risk Youth. *QUEST, 49*, 100-113 .

Dykens, E. M., Rosner, B. A., & Butterbaugh, G. (Oct 1998). Exercise and sports in children and adolescents with developmental disabilities. Positive physical and psychosocial effects. *Child and Adolescent Psychiatric Clinics of North America;7(4):757-71, viii.*

Eime, R. M., Harvey, J. T., Brown, W. J., & Payne, W. R. (May 2010). Does sports club participation contribute to health-related quality of life? *Medicine and Science in Sports and Exercise; 42(5):1022-8.*

Eime, R. M., Young, J. A., Harvey, J. T., Charity, M. J., & Payne, W. R. (Aug 2013). A systematic review of the psychological and social benefits of participation in sport for children and adolescents: informing development of a conceptual model of health through sport. *International Journal of Behavioural Nutrition and Physical Activity; 10:98.*

Goodman, R. (1997). The Strengths and Difficulties Questionnaire: A Research Note. *Journal of Child Psychology and Psychiatry;38*, 581-586.

Goulda, D., & Carson, S. (2008). Life skills development through sport: current status and future directions. *International Review of Sport and Exercise Psychology, Volume 1, Review 1*, 58-78.

Goulda, D., Collinsb, K., Lauera, L., & Chung, Y. (2007). Coaching Life Skills through Football: A Study of Award Winning High School Coaches. *Journal of Applied Sport Psychology, Volume 19, Issue 1*, 16-37.

Kennedy, F., Pearson, D., Brett-Taylor, L., & Talreja, V. (2014). The Life Skills Assessment Scale: Measuring life skills of disadvantaged children in the developing world. *Social Behaviour and Personality; 42(2)*, 197-210.

Ommundsen, Y. (Nov 2000). Can sports and physical activity promote young peoples' psychosocial health? *Tidsskrift for den Norske laegeforening: tidsskrift for praktisk medicin, ny raekke;120(29):3573-7.*

Steptoe, A., & Butler, N. (June 1996). Sports participation and emotional wellbeing in adolescents. *Lancet; 347(9018):1789-92*.

Super, S., Hermens, N., Verkooijen, K., & Koelen, M. (July 2014). Enhancing life prospects of socially vulnerable youth through sport participation: a mixed methods study. *BioMed Central Public Health; 14:703*.

Vandell, D. L., Shernoff, D. J., Pierce, K. M., Bolt, D. M., Dadisman, K., & Brown, B. B. (2005). Activities, engagement, and emotion in after-school programs (and elsewhere). *New Directions for Youth Development; (105):121-9, 13-4*.

Websites

100 Most Inspirational Sports Quotes Of All Time. (2013). Retrieved from keepinspiring.me: http://www.keepinspiring.me/100-most-inspirational-sports-quotes-of-all-time/

Hansen, D. M., & Larson, R. (2005, Feb 28). *The Youth Experience Survey 2.0: Instrument Revisions and Validity Testing.* Retrieved from Youth Development Research Project: http://youthdev.illinois.edu/wp-content/uploads/2013/11/YES-2.0-Instrument.pdf

Holt, N. (2013). *Can Sport Help Develop Life Skills?* Retrieved from Wise ed.review: http://www.wise-qatar.org/sports-education-nick-holt

Life skills. (2016, May 03). Retrieved from Wikipedia, the free encyclopedia: https://en.wikipedia.org/wiki/Life_skills

Physical Best Health-Related Fitness Education Curriculum. (2015). Retrieved from New York City Department of Education: http://schools.nyc.gov/Academics/FitnessandHealth/StandardsCurriculum/PhysicalEducationCurriculum.htm

Programs: Preschool. (2003). Retrieved from Pineview Preschools: http://www.pineviewpreschools.com/preschool/programs_preschool.html

UNICEF. (2002). Adolescence: A time that matters. *The United Nations Children's Fund (2002)*. New York: UNICEF.

What are Life Skills? (2011). Retrieved from Skills you need: http://www.skillsyouneed.com/general/life-skills.html

Dr. Rajeshwar. V. Patil
Director of Physical Education & Sports,
Shri Havagiswami College, Udgir.
Maharashtra, India.
(Research Guide)

Mr. Sam Joseph Braganza
College Director of Physical Education,
S. S. A. Govt. College of Arts & Commerce,
Virnoda, Pernem-Goa, India.
(Research Scholar)